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agency or agencies for the formulation of materials of instruction not to be found in existing textbooks, such, for example, as exercises on local industries, geography, history, and natural surroundings; and be it further

"Resolved, That in the judgment of this Society boards of education should be appealed to, to grant to productive officers some time for work of this kind. The methods suggested for meeting such a request are partial release from routine for a period of months or explicit recognition of such productive work in making promotions; and be it further

"Resolved, That publishers be urged to recognize the desirability of putting much more material into the form now commonly known as supplementary reading, to the end that textbook teaching may be easily supplemented by the introduction of current material." [Page 18.]

Instruction of gifted children.—The second part of the *Nineteenth Yearbook of the National Society for the Study of Education*¹ is devoted to a treatment of the experiments which are being tried in this country in the effort to ascertain how many gifted children there are in each grade and how they can best be carried through the curriculum. Scientific investigations have shown with increasing clearness in recent years that there are marked individual differences among children in all of the grades. These individual differences are so great that children in one grade sometimes show abilities equal to those of children in much higher grades. Associated with these gifted children there are always children of normal ability and children of inferior ability. The tendency to separate children into grades according to their ability is steadily gaining supporters, and this yearbook will undoubtedly accelerate that movement. The discussion is significant, not only because of the support which it gives to this special movement, but also because it is in effect a criticism of the present graded system in our public schools. If we cannot add to the rigid grading which is now common some device that will give individual children larger opportunities to achieve all that they are capable of achieving in the schools, there will continue to be a serious waste of human energy and of opportunity. The emphasis upon the need of special training for gifted children will therefore undoubtedly result in a careful reconsideration of the whole problem of grading children in the schools.

Visual education.—The first number of a new magazine² edited by a group of educators who have entered the field of visual education will undoubtedly attract wide attention. The schools have been increasingly using moving pictures and lantern slides as means of giving instruction. The difficulty that has arisen in the past is the difficulty of securing proper materials for exhibition. The commercial concerns are not disposed to devote themselves to the preparation of high-grade pictures. A corporation has been formed in Chicago with academic men at its head and with a large corps of directors and advisers who are going to do every-

¹ *Nineteenth Yearbook of the National Society for the Study of Education, Part II*, "Classroom Problems in the Education of Gifted Children," by Theodore S. Henry. Bloomington, Illinois: Public School Publishing Co., 1920. Pp. 125. \$1.00.

² *Visual Education*, I (January, 1920), 1-40. Chicago: Society for Visual Education, 327 South LaSalle Street. \$1.00 a year.